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EDUCATIONAL WRITINGS

I. CURRENT TENDENCIES IN THE CONSTRUCTION OF SPELLING-BOOKS FOR ELEMENTARY SCHOOLS

In no subject of study has the use of quantitative methods in education been more practically worked out and more pertinently related to the design of courses of study and to the teaching of children than in spelling. One outstanding characteristic of the design of new courses of study has been a demand that the materials of the course be designed with careful reference to actual life-needs of children. In spelling, this is interpreted to mean that the words which children will learn to spell shall be the words which they use spontaneously in writing in their daily lives, both as children and as adults. The design of such courses of study clearly will not confuse the issue as to which vocabulary shall determine spelling content, as has the construction of spelling-books in the past. New tendencies in the construction of spelling-books show that the authors are taking advantage of the scientific movement to improve at least five outstanding deficiencies of American spellers. Let us sketch briefly the development of these books in order to be able to point out clearly the new tendencies in the design of courses in spelling.

I. THE EARLY AMERICAN SPELLERS

Spelling-books prior to 1880 revealed five distinct characteristics:

1. They were extremely long. It was relatively common, for example, to find 12,000 to 15,000 words making up the content of spelling-books. This is well illustrated, for example, by the old "Webster," by McElligott's compendious book, and even by Harrington's textbook, issued as late as 1884. A voluminous content, then, was an outstanding characteristic of these books, and hence the teaching of ten to fifteen thousand words was characteristic of early instruction in spelling.

2. Spelling-books were regarded as writing- and language-books, at least incidentally. Spelling did not until very late come into its own as a separate subject of study in the elementary curriculum with an independent allotment of time. That each of these books was a writing- and language-book is evidenced, for example, by the titles and prefaces, which show that they aimed deliberately to teach orthography and pronunciation. They give, for example, a detailed analysis of the sound in the English language; they give keys to pronunciation. The initial lessons consist of syllables which bring out the pronunciation of the different vowels with appropriate diacritical markings. The McElligott claims that "it requires each exercise to be written and thus

engages the eye as well as the ear in the study of orthography while at the same time it serves to improve the pupil in penmanship." It makes elaborate use of systematic etymology—classifies kinds of words, develops the use of prefixes and suffixes, the rules for forming derivative words, etc.

3. *These books were poorly graded.* Instead of being developed from the concrete experience of the child as he matured through the different grades they were graded in accordance with word length, often the number of syllables in a word being the governing principle. Spelling was evidently taught in close connection with an oral grasp of words. Syllabication controlled the psychology of the teaching of spelling according to our early masters. Lessons began with long, difficult words like "stigmatize," "criticize," "cleanse," and were taught in the introduction of the work so as to illustrate the use of different suffixes, *ize, ise, fy*, etc. As the material proceeded the exercises were analytical in their development.

4. The content of the spellers was obviously *not designed from a consideration of the child's later life-needs*. Careful scanning of these books revealed the inclusion of many thousand words which, as we now know from objective studies, will never come into the writing vocabulary of the average adult. Our first characteristic—extreme length—confirms this point that we are now making with regard to the utility of the content.

5. The spelling-books were *not constructed with regard to a sound consideration of the psychology* of teaching the association of meanings and symbols.

II. CHANGES IN THE CHARACTER OF SPELLERS FROM 1880-1900

With the eighties came certain general changes in the construction of the spelling-book, and thereby of the spelling course of study. The course at this time may be typified by Harrington's *Graded Spelling-Book* (1884). The preface comments on the fact that the old-style spelling-books are in disrepute. The author recognized that we should not drill pupils, first, on words of whose meaning they have no idea, and, secondly, on a large number of words which they will not use. He says, "This graded spelling-book claims attention because it is constructed on a rational basis and takes account of the natural laws of intellectual progress and is constructed so as to be attractive to the learner." The spelling-books now revealed certain tendencies to concentrate on fewer words, Harrington having 8,000 in his book. (It is true, however, that in the past five years several spelling-books have been issued which contain more than 10,000 words each!) Spelling was still regarded even by Harrington as aiming to contribute to the teaching of language. He recommends, for example, that the book be used as a guide to the correct command of language, the development of a vocabulary that will enable the pupil to read intelligently the newspaper, the magazine, and the best of our current literature. We see here an emphasis upon *reading vocabularies*, from which we are most decidedly moving away at the present time, *emphasizing only*

the writing vocabulary of the child and the adult in the construction of our spelling course of study. (Thus far no studies have been made of *speaking vocabulary*, although it seems clear that our *foundation vocabulary* must eventually be completed by careful accounting of it.)

In connection with the third characteristic of the early spellers mentioned above we see a decided improvement, but still one worked on a purely introspective and subjective basis. Harrington and others working in this decade recognize that the content of spelling must not only be more condensed but must be *graded* to fit the stage of development of the child. *Words*, for example, *are selected* not according to the number of syllables but *according to the order in which words may be learned and used* as a child advances in knowledge. Every word which is to be presented shall be given an intelligible connection with other words so as to lead to a clear grasp of meaning. It cannot be said, regarding the fourth characteristic, that the content of spelling-books even in the eighties and nineties was designed any more from consideration of the child's later adult needs than were the books prior to those days. However, there was an introspective attempt on the part of the authors of these texts to eliminate the dead wood from the spelling curriculum. It was not established upon careful quantitative investigation of the actual needs of human beings. The fact should be emphasized at this point that we are interested primarily in *methods of developing a relatively permanent course of study*. It should be clear that a relatively permanent course of study can come only when objective quantitative methods of investigation supplant the previous subjective or introspective methods upon which our earlier courses were founded. Fifthly, the spelling-books typified by Harrington attempted to "psychologize" the instruction of spelling. On the whole it must be said that this was founded not upon an objective investigation but upon a purely introspective analysis.

A step in advance was marked by the publication of Rice's *Graded Spelling-Book*. This book, although established in the last analysis primarily on Mr. Rice's introspections about the learning and teaching of spelling, was stimulated originally by his pioneer work in the testing of the spelling abilities of many thousands of children during several years in the late nineties. The book is arranged, according to the author, "on a definite psychological plan." It is based on an examination of the work of the schools in nearly all the large cities of the country and upon the actual spelling of more than 33,000 children. Its characteristic features are:

1. Grading of the words in accordance with the natural growth of the child's comprehension.
2. The precedence given to common words.
3. The small number of words as compared with the ground covered.
4. The provision made for thorough drill in connection with common use and review.

It will be noticed that the claims of the author of this speller accord quite interestingly with the characteristic deficiencies of the early spelling-books. It should be noted, however, that this book, which contains about 5,000 words, was built by the author on a purely subjective basis. The difficulties of the words were determined by his introspection. If we may judge by the success with which he designed the spelling-test in 1895, which he gave to 33,000 children, we may infer that the grading of the words is open to severe criticism. We are interested here, however, to note the changes in the attitudes of those who were constructing our courses of study in spelling.

In 1912 still further advance was marked by the Pierce spellers. These contained about 4,000 words and were noted for the recognition of the need for the careful grading of words, for the omission of a large number of words which do not belong in spelling-books, and as an attempt to psychologize soundly the teaching of spelling in the public schools.

III. ELEMENTARY-SCHOOL SPELLERS PUBLISHED IN 1915-17

The enumeration of the deficiencies of early American spellers points to the most important characteristics of the new spellers. School administrators in selecting textbooks in spelling certainly should evaluate the texts on the following bases: Are they short? Are they confined to foundational words which are important in present or later use in writing? In this connection are they based upon scientific investigation? (Many investigations have been reported along this line. It seems clear that to be most serviceable the results ought to be put into the course of study in the form of textbooks.) Are the books well graded? Are they organized in terms of short lessons, and do they take definite account of the mental growth of children? Are they constructed upon a careful consideration of the psychology of learning to spell? To what extent do the different books make use of the important beginnings that have been made in the analysis of spelling abilities and in the experimental teaching of spelling?

Four sets of spellers have appeared in the past two years, namely, the *Aldine Speller*,¹ the *New Barnes Speller*,² the *Every Day Speller*,³ and the *Modern Speller*.⁴ Each of these exhibits clearly the tendency toward abbreviation in content—the *Every Day Speller* best of all, with the *Aldine* next. These two series are unique in that they have made careful use of the quantitative investigations of Ayres, Jones, Cook, O'Shea, and others. During the past four years these investigators have established clearly the fact that our

¹ By Catherine T. Bryce and F. J. Sherman. New York: Newson & Co., 1916.

² By Edward Mandel. New York: A. S. Barnes Co., 1915.

³ By M. V. O'Shea, W. A. Cook, and Florence Holbrook. Indianapolis: Bobbs-Merrill Co., 1917.

⁴ By Kate Van Wagenen. New York: Macmillan Co., 1916.

minimum spelling content is not more than 3,500 to 4,000 words, and perhaps might be as low as 2,000. They have also made a distinct beginning in the standardization of words as to spelling difficulty. Ayres's "Scale for Measuring Spelling Ability," for example, does this for the one thousand commonest words, as shown by the spelling of elementary-school children in 84 cities. The *Every Day Speller* and the *Aldine Speller* have checked their words in this regard as well as for accuracy of content. The *Every Day* probably has made use of the soundest procedure in this connection, because it is based on years of careful investigational work done by Professors Cook and O'Shea. The other two series claim to have graded their words carefully for difficulty, but this has been based only on the usual classroom analysis of teachers. The experimental work of the present writer during the past four years leaves no room for doubt that this method of designing textbooks will not lead to books of permanent adoption. The most permanent design is going to come from carefully controlled classroom observation of teaching by teachers and specialists working in conjunction, by thorough stenographic records of procedure, methods, achievements, and difficulties of pupils. *No speller has been designed yet through such detailed experimental work.* It is doubtless true, however, that the work done by Cook and O'Shea will lead to the most helpful contribution in the way of a speller that we have had yet.

From the standpoint of the degree to which books are organized on a basis of thoroughgoing psychology of spelling there are distinct differences. The *Barnes Speller* claims as its chief point of distinction that its

words are graded according to difficulty, but that the basis of compilation is *topical* and *not formal*. That is, the words are grouped into lessons, not because of orthographic difficulties, but because they are related in thought and are usually associated in context. We are not interested in learning to use or spell words simply because they are difficult or easy, phonic or non-phonic, but because they are symbols of ideas associated with our environment, and as such we must ultimately employ them.

Words grouped *logically*, thus:

bedding	<i>bedstead</i>	bedcover	pillow
pillowcase	tick	sheet	blanket

are all related to *bedstead*, and hence they form an interesting, homogeneous group.

Words grouped *formally*, thus:

league	<i>bedstead</i>	axle	apology
thither	audience	athletic	eightieth

are unrelated to bedstead, and hence they form an uninteresting, heterogeneous group of orthographic difficulties. Yet this is a typical lesson from one of a great number of spelling-books in which the basis of grouping is orthographic. [This criticism of other spellers in making use of the term "orthographic" must be said to miss the real point.]

A careful study of the learning process in spelling will raise in the mind of the reader grave doubts concerning the validity of this topical principle of

organization of words. If the instruction in question were aimed at enlarging the vocabulary of children in the most systematic fashion and not at developing skill in associating the sound of words with the specific order of letters in the words, then this topical principle would be valuable indeed. It seems clear, however, that as a principle for the sound grading of words in spelling we should be insisting upon one which will make use of gradation of words in order of difficulty. It should be noted, however, that the *Barnes Speller* still clings to the long-lesson method of presenting words, eight to sixteen being commonly found in each lesson. The *Modern Speller*, on the other hand, builds up its lessons on the principle of two to four new words a day, giving sentences in which each word is used. The typography is so arranged that the new words are made to stand out. In the *Aldine Speller*, although its lessons are relatively long, eight to twelve words being most common, the outstanding difficulties of words are pointed out very cleverly. For example, in Lesson 1, Book II, the word *world* appears in the list, and then the sentence, "When you spell *world* make the *o* very clear." The newer textbooks in spelling are recognizing the importance of making the outstanding difficult places in words clear to the student. The investigations that have been made by Jones and others in recent years have shown that in spelling, as well as in geography, arithmetic, algebra, etc., *the important mistakes that children make are found to be relatively few and that they recur many times in pupils' work*. For example, Jones points out a list of one hundred spelling demons, the commonest misspelled words. The *Aldine Speller* makes use of this list, printing it in two parts as definite review tasks for the pupil to master at the end of the third and fourth grades. Furthermore, Cook and O'Shea have taken advantage of the facts that are being revealed concerning the difficulties of words by making use of distinctive differences in typography. For example, the first *a* in "separate" would be made to stand out by being printed in bold-face type, thus calling to the attention of the pupil the outstanding difficulty in the word.

Thus this review of the recent developments in the construction of spelling-books shows that our courses of study will doubtless in the future be more and more designed with reference to the scientific determination of the needs of students of the stages of mental development and specific mental processes involved in the learning of these various kinds of subject-matter by children.

II. COMMENT ON CURRENT EDUCATIONAL WRITINGS

1. *Doubt cast upon the value of the present teaching of "real" problems in arithmetic.*—The weight of educational opinion is in favor of the teaching of *business practice* in elementary-school arithmetic. It clearly is of great importance to know whether the recent developments in the emphasis upon so-called

real or practical problems in arithmetic actually function in the life of the pupil. Mr. Davis' new study offers definite information upon that point.¹

The investigation aims to determine what knowledge pupils in the eighth grade have of business terms which they meet in arithmetic. It was an outgrowth of the writer's experience in the teaching of evening classes in English in a commercial high school. This experience pointed out the definite need of ascertaining whether the practical problems in arithmetic were taught as really to eventuate in effective skill on the part of the student. Reference to a quantitative study made by Jessup in 1913 for all cities of 4,000 inhabitants and over in the United States showed clearly that there was a distinct emphasis being laid upon the "practical" problem in elementary-school arithmetic. A careful examination of the arithmetic textbooks which are currently used confirmed this statement.

To check up the outcomes of teaching, Mr. Davis prepared a list of twenty-two questions, examples of which follow: "What is a life insurance policy about?" "How is a check used?" "What is the difference between signing and endorsing a check?" "Explain as fully as you can the meaning of railroad stock." "What is a post-office money order?" "Show how a promissory note may be used in business." "What is a mortgage?" "What kinds of taxes can you name?" "What does an assessor do?" These questions were sent to a number of large and small cities. A number of quotations are offered in the report from the answers which were obtained from eighth-grade pupils. Thirty sets of the answers representing 1,541 papers and 30,626 answers were tabulated. The report gives the detailed tables of results. The striking facts deduced from the tables may be summarized as follows:

1. About one-third of all the answers were correct.
2. Only two schools had more than 50 per cent of their answers correct.
3. Eleven schools had less than one-third of their answers correct.
4. The average school had about 36 per cent of the answers correct.
5. Four questions had more than 50 per cent of their answers correct and four other questions had less than 25 per cent of their answers correct.
6. By considering first and second rank by schools for any one question, 16 out of 30 schools rank first or second highest on some one question.

In the light of the preceding recapitulation, one general conclusion is evident: "Business practice (as indicated by the questions) is, as a rule, not well known to pupils of the eighth grade, although it is possible for them to know it." Another conclusion outstanding in this study is, "Pupils when dealing with arithmetical questions involving business practice are engaged in abstract arithmetic only."

¹ *Business Practice in Elementary Schools*. By Roy Davis. Harvard Bulletins in Education, Vol. VI, October, 1917. Cambridge, Mass.: Harvard University Press. Pp. vii+32.

In considering recommendations to be made as the result of this investigation Mr. Davis comments interestingly on the three fundamental reasons that are advanced for the teaching of business arithmetic. First, that the subject gives the child added interest in arithmetic. His comments are to the point that this is a very doubtful basis. Secondly, the likelihood that the pupil will be able to do the special arithmetical problems of his job later in life seems, according to Mr. Davis' analysis, to be even more doubtful. On the other hand, he says that the third reason, namely, giving the pupil some acquaintance with the big facts of commercial life, appears to be entirely sound. His comments are all summarized in the suggestion that "what seems to be needed is a textbook on business practice which will contain the minimum that the teacher ought to know in teachable form." Apropos of this he makes definite suggestions as to what such a book ought to contain. This investigation ought to be a powerful stimulus to the overhauling on quantitative grounds of the "real" or "practical" problem material in elementary-school arithmetic.

2. *A helpful handbook on the education of defectives in the public schools.*—Since the time that we have recognized clearly the presence of a considerable number of mentally defective children in the grades of the public schools the methods of instruction of those in charge have been built on *three rapidly changing hypotheses*, each one followed for a time and soon discarded in favor of the next: First, that "defectives" were qualitatively like "normal" children. That therefore they were "slow" only—that they needed the same course of study, but must be given more time to master it. Secondly, this theory being shown an error, the experts discarded it in favor of a combination half-time plan—both academic and manual training being regarded as essential. The apparent success of the second plan has not in all cases even yet been adequately evaluated by the workers in that field. Many have failed to see that the success obtained was due to the emphasis upon the manual instruction and not upon abstract academic material. Thirdly, recently those of greatest insight have seen that

these children lack the power of abstract thought. They cannot deal with abstractions, hence they can never develop moral principles as such. This sounds hopeless and would be hopeless were it not for one thing. Fortunately there is one power that comes in to save the day—the power of habit. These children if trained in fixed habits—habits of conduct, habits of health and hygiene, habits of activity and work—become happy, harmless, and even helpful persons. How shall these habits be fixed upon them?

Among these most intelligent workers is Miss Meta L. Anderson, who has recently published a most helpful manual for teachers of defectives in the public schools.¹ This book is built upon the clear recognition that defective

¹ *Education of Defectives in the Public Schools*. By Meta L. Anderson. Yonkers-on-Hudson, N.Y.: World Book Co., 1917. Pp. xvii+104.

children cannot be trained in the intelligent use of academic material such as reading, writing, arithmetic, spelling, geography, etc., but that their curriculum needs are found in industrial and manual training.

There is little doubt that this manual will contribute in a very specific way to the successful teaching of defective children in the public schools. It is on the whole a very sensible presentation, based upon scientifically determined facts concerning subnormal children. The author not only based her work upon sound principles, but puts into the hand of the teacher specific suggestions for detailed procedure. For example, she shows that in order to select children while the use of mental tests is ideal, by using age-grade facts on retardation and supplementing these by the judgment of teachers, one can evolve a compromise plan that will actually work in a helpful way in a school system. She shows clearly, for example, the greater efficiency of the *special school* over the *special class*. She gives a clear and tabularly arranged analysis of what the various levels of mentality can do, and what specific instruction can be given them successfully. She gives detailed directions, told in interesting style, for each phase of the instruction, breaking up the general problem into three levels: First, kindergarten; second, the departmental division of special schools; and third, the highest or trade classes. Her principles and directions are illustrated in detail by interesting concrete "cases." The curriculum is outlined in great minutiae for each of these three levels of instruction. We have no hesitancy in commending this book to both administrative officers in charge of city systems and teachers of defective children in the public schools.

3. *A discussion of the organization of subject-matter in elementary-school courses.*—There are many signs evident in the changing emphasis of our educational literature that the recent developments in the analysis and organization of the subject-matter of psychology ought to be put more and more concretely in the hands of teachers. In the past few years we have seen a distinct turning toward the development of psychology of each specific subject. Professor Heckert's new monograph¹ is one of the first attempts to do this for an isolated but important problem in applied psychology. It is an attempt to make the psychology of "thinking"—of "problem solving"—function in the teacher's organization of subject-matter in planning lessons and courses of study.

His first problem is, What are the fundamental psychological processes involved in "organization"? How do people *organize* materials in order that problems may be solved? His second problem, after showing the steps involved in the solution of the first, is to show the differences in methods of

¹ *The Organization of Instruction Materials.* By J. W. Heckert. Teachers College, Columbia University, Contributions to Education No. 87. New York: 1917. Pp. v+107.

organizing data for the solution of problems in various stages of the mental development of children. In the third chapter he attempts to show the extent to which the methods of solving problems used by children agree with those of adults. He asks such questions as,

Is organization a factor in child life? If so, how do children organize? Do children conceive problems? How do they arise? What is their nature? What is their method of solving them? What is the nature of the experiences which they resort to in solving them? In what form do they recall their experiences? What is the nature of the resulting organization?

To answer these questions he cites many specific instances of children's "problems" and modes of procedure in solving them which he has collected both in and out of school. In this discussion he shows the closeness with which the child's procedure parallels that of the adult. The conclusions of these preliminary chapters are summarized as follows:

It is evident from the preceding discussion that organization of knowledge is the important means for the control of both old and new experiences. Organization of the facts within one's experience indicates that the relationships obtaining among them have been clearly recognized and possibly expressed; that in this manner clearness of meaning has been brought about; that the various elements in the unit of organization are seen in proper perspective; that greater simplicity is attained; that the several elements, individually and jointly, have greater force; and that conduct is likely to be more efficient because it has a rational basis. Organization must therefore be an important end in the teaching process.

The author then discusses by means of concrete examples current practice in curriculum-making, and sets up standards for judging it. He finds that present courses of study are distinctly deficient in the extent to which they aid teachers in the organization of material. He then gives ten detailed illustrations of the way in which the preceding principles should be carried out in specific organization of lesson materials from the various subjects of study.

The book is directed primarily at the elementary-school teacher. It aims to help her in the organizing of lesson material and course material by interpreting the recent expressions of the psychologist concerning how children think. It is a timely attempt, and the degree to which it will function in the teacher's work will be hampered only by the fact that the book is somewhat hard to read for the person who does not know very thoroughly the new psychological terminology. The book is very well supplied indeed with concrete illustration material.

4. *A suggested set of record forms for vocational schools.*—With the rapid development of vocational education in the past decade teachers of these new subjects have been constantly more and more burdened by "paper work"

—record-keeping, etc., which has been entailed by the organization and handling of materials, by the marketing of manufactured products, etc. The latter problem is becoming an especially important one. In taking industrial processes into the school for purposes of instruction teachers have thus been forced in the early days of organizing this program to divide their attention between teaching and routine bookkeeping. They have been relatively untrained for either, being largely so-called “practical” men who had the trade but not the pedagogy nor the commercial-accounting skill needed. In the main the teacher of industrial subjects has had little time to devote to the designing of record forms to facilitate the carrying on of the routine aspect of his work. He should welcome, therefore, any such systematic plan as is brought to his hand by Mr. Eaton’s new compilation.¹ This monograph is a compilation of record forms built into a unit set for vocational schools. It contains eight distinctly different types of forms:

- I. Pupils’ Record Forms, both permanent and temporary
- II. Instructors’ Records
- III. Supplies and Maintenance Records
- IV. Shop Production Records
- V. Buildings and Ground Records
- VI. Power Plant Records
- VII. Cost and Production Record
- VIII. Forms for Reports required of the school

Many of these forms cover those included in the “general” educational accounting for a city system. Our contact with the type of work that is being done by progressive school accountants, superintendents of supplies and buildings, etc., leads us to conclude that our progressive city systems are probably already installing systems of accounting for materials and for pupil and teacher activities in a way that will exceed in comprehensiveness these forms of Mr. Eaton’s.

The chief value of this set of forms lies in the fact that it presents a systematic scheme for vocational schools. Mr. Eaton has constructed a set of record forms for each phase of the situation that the director or instructor in vocational education will have to meet as he goes into his new task. Hence, in spite of the fact that other departments of the city system may be working out more effective schemes for detail accounting for certain portions of its activities which are covered by Mr. Eaton’s report, yet these will certainly be helpful from the standpoint of the installation of a new type of instruction in the city schools. In this report details have been simplified and classified. Little time and labor should be required to manipulate them, and the operations of the school will be so tabulated as to set forth accurately actual operating conditions.

¹ *Record Forms for Vocational Schools*. By Joseph J. Eaton. School Efficiency Monographs. Yonkers-on-Hudson, N.Y.: World Book Co., 1917. Pp. vii+56.

5. *A book on new movements in religious education.*—During the past few years the pioneers in religious education have been waking up to the new technique that the scientific educationists have developed for the solution of their problems. A few men have seen clearly that the problem of moral and religious education in this country will be solved adequately and relatively permanently only by an intelligent use of scientific procedure. No better exposition of this can be found than in Athearn's latest book.¹ In this book, which is both a clear statement of fundamental principles of religious education and an excellent handbook of "what to do and how to do it," the author raises a vast number of problems which are pertinent to the school teaching of religious questions. The author is interested more in a sane intelligent survey of the present situation than in following "blind faith" in the future.

This book will show the religious educator what remarkable developments have taken place in the intellectual education of children in our time, and will show these as interpreted by a religious educator. It will show the school administrator and the student of education on the other hand that the leaders in religious education are not only ready and willing to make use of the technique of the scientific educationist, but are already doing it. To illustrate the degree to which church and state are correlating their endeavors he sums up in chapter ii what each of the various educational agencies is doing in this particular. He shows to what extent religion is taught in the public schools, in the parochial schools, and discusses the tendencies in religious education through co-operation with the public schools—the extent, for example, to which "church" education-vacation schools have been established, and the degree to which academic credit is offered for religious instruction by churches in colleges, high schools, and elementary schools.

The broad point of view that is taken toward the correlation of church and state in education is shown by such statements as these:

But the parochial-school system involves deeper questions than the teaching of religion in the public schools. The very essence of democracy is involved. The schools of a democracy must teach self-reliance, initiative, and originality as well as obedience, docility, and conformity. They must furnish their pupils with facts and teach them scientific methods of interpreting and evaluating facts and detecting fallacies. The schools of a democracy will indoctrinate their students with the scientific method and with the ideal of truth and of true democracy. In other words, the schools of a democracy will make democrats, and a non-democratic religion, or a religion with a non-democratic church policy, will fare badly among a people surcharged with the ideals of democracy. Every non-democratic church organization is sure to feel and chafe under the effects of the democratization of the people by the schools of a democracy. It is increasingly apparent that a democratic nation involves a democratic religion.

¹ *Religious Education and American Democracy.* By W. S. Athearn. Boston: Pilgrim Press, 1917. Pp. xi+394.

It seems fair to say that *when we remove from the schools of a democracy those things to which the churches object we must sooner or later remove from the churches in a democracy those things to which democracy objects*—else there can be no real democracy.

What I am trying to make clear is that the real point at issue in the parochial-school problem is, not *religion* in the public schools, but *democracy* in the public schools. Let us therefore frankly remove religion from the public schools and let the parochial-school problem be discussed on the basis of the real issue involved.

Next, showing that we have outgrown our present facilities for the education of the *whole* child, he outlines a "community system of religious education" which shall parallel our intellectual education. Professional education in scientific method and organizing ability is shown to be the desideratum of the new community leaders in religious education.

The new attitude toward denominational control of such activities is expressed in the following striking way:

I am convinced that community work in the field of religious education cannot be done with denominational machinery. Community programs must grow out of a community's needs. *The presence of a denominational consciousness will always dispel a community consciousness, and without a community consciousness no community problem can be solved. . . .*

The religious educator demands absolute academic freedom and he has little confidence in any type of organization which permits either commercial or ecclesiastical control. . . . While it should be free from institutional, ecclesiastical, or commercial control, a community system of religious education must be dominated and controlled by men and women of the most profound religious experience.

To illustrate how to carry out a community system, he tells exactly how Malden, Massachusetts, has done it, giving the detailed organization and procedure.

The remainder of the book is devoted to three problems: first, the unification of our present agencies which can contribute to religious education; second, the present status and tendencies in the college field in religious education; finally, a discussion of the types of graduate work that can be done in the university.

6. *Another book on the general principles of education.*—In spite of the current acceptance of the doctrine that teaching must start with the experience of the student, that subject-matter must be concrete, etc., books on the abstract "principles of education" still continue to be published for the use of prospective teachers. In the last fifteen years we have had a dozen or more of such books, based pretty largely on the newer developments in the field of applied biology and applied psychology, and expressing a thoroughgoing functional as contrasted with a structural point of view in psychology and education. Mr. Miller's new book¹ is the most recent addition to a list of

¹ *Education for the Needs of Life*. For use in elementary classes in normal schools and colleges and in institutes and reading circles. By I. E. Miller. New York: Macmillan, 1917. Pp. vii+353.

books represented by those of Bagley, Bolton, Charters, Hanus, Henderson, Horne, O'Shea, Swift, and others. Although intended for young men and women in our normal schools and colleges who have not taught, or for those of relatively little training in public-school teaching, the book starts with the thoroughly abstract problem of the "biological point of view" in determining a system of thought concerning the education of children. Education, we are told, is to be regarded "as an integral phase of the life-process"—a very well-expressed statement, but one which, to be thoroughly grasped, requires not one but several college courses in education, biology, psychology, and sociology. For the person who is fairly well acquainted with the newer developments in psychology this book is very interestingly written and a comprehensive interpretation of the new point of view and new technique which we are using in the public education of children. For the group for which it is designed, however, namely, the immature person of no teaching experience and no reading contact with problems concerning the learning of children, the book, it must be confessed, is merely a reiteration of another man's "system" of the fundamental principles of education as already set forth by the authors enumerated above. To this group at least it is extremely abstract, and we question seriously the extent to which the principle enunciated will be usable specifically in the elementary or high-school teaching of young people.

The book includes in its survey the whole field of education, namely, its meaning and aims, a survey of the child and the curriculum, and principles of teaching method which come out of an agreement upon the preceding fundamentals. The trained reader in the theory of education will get much of interest from the "logical," step-by-step way in which the author has constructed a system of thinking about the education of children. The work represents primarily a *system of thinking*, and as such might be helpful to *advanced classes* which had already had considerable contact with concrete teaching work.

The book has been written evidently with a clear recognition of the newer scientific developments in measuring instruction and in improving its technique. An elementary book, however, obviously should put into the hands of prospective teachers many of the newer and simpler tools which have come from the scientific movement—use of tests, practice material, specific suggestions concerning the ways and means of analyzing conditions within classes are needed by these young teachers with no perspective rather than this systematic, logically classified statement of fundamental principles. Thus we feel that the book will not appeal primarily to the prospective teacher or to the one whose contact with educational literature has been limited.

7. *A brief historical review of recent educational developments.*—The publishing house of Ginn & Co., having been in existence for fifty years, desired to memorialize in some way the development of its enterprise. To do this

it has published a brief sketch of the progress of education in the United States from 1867-1917.¹ Dr. E. C. Moore was asked to write that sketch. It is a very brief description, which points out in a rather unorganized way the changes that have come about in the methods of establishing, organizing, and administering schools during the past fifty years. The quantitative references have in the main been taken from the annual reports of the Commissioner of Education. This to Mr. Moore is the source book on the development of education in the large. It is statistical, not in a tabular way, but in such a way that changes are impressed upon the reader by references to "numbers." The changes that are pointed out have to do with the training of teachers; methods of teaching specific subjects; the introduction of new subjects into the curriculum, such as drawing, music, manual training, etc.; the development of various phases of administration; the extension of secondary education, and a brief reference to higher educational developments.

The material is organized in three chapters. The first chapter is committed to showing in general the rapidity of change, a characteristic of our conditions at the present time. Chapter ii is intended to note the more important educational movements which had been started prior to 1867. Chapter iii sketches the changes since that time. The import of chapter ii is that practically all the great movements of the present day had their source in the past half-century.

On the whole the volume is uncritical. It is an attempt to sketch, without supplying a thoroughgoing foundation, marvelous and far-reaching changes in educational practice. In order to interpret such complex movements one must have a background of details, a partial acquaintance with the problems discussed. Furthermore the material is unorganized. It is merely a brief discursive sort of review of rather recent developments in education. Being on the whole a general discussion of our historical development, it must be said that the writer's interpretation of certain movements is decidedly questionable, at least one-sided, not rounded out. The volume on the whole ought to be of service in telling the layman of the older generation something of the development in education "since he went to school." As pointed out above, however, in order to do that adequately one ought to use a more detailed "case" method and not try to cover such a wide field in such a small space.

III. CURRENT EDUCATIONAL PUBLICATIONS RECEIVED IN DECEMBER, 1917

(Detailed discussion of some of the following books will appear later.)

A. GENERAL EDUCATIONAL THEORY AND PRACTICE

GALLOWAY, THOMAS WALTON. *The Use of Motives in Teaching Morals and Religion*. Boston: Pilgrim Press, 1917. Pp. 187. \$1.25.

¹ *Fifty Years of American Education*. Boston: Ginn & Co., 1918. Pp. 96.

B. PUBLICATIONS OF UNITED STATES BUREAU OF EDUCATION

- CAPEN, S. P., and STEVENS, E. B. *Report of a Survey of the University of Nevada*. Washington: Government Printing Office, 1917. Pp. 184.
- JARVIS, CHESTER D. *Vocational Teachers for Secondary Schools*. Washington: Government Printing Office, 1917. Pp. 85.
- MACLEAN, GEORGE EDWIN. *Studies in Higher Education in Ireland and Wales*. Washington: Government Printing Office, 1917. Pp. 118.
- . *Studies in Higher Education in England and Scotland*. Washington: Government Printing Office, 1917. Pp. 279.
- Report on the Work of the Bureau of Education for the Natives of Alaska, 1915-16*. Washington: Government Printing Office, 1917. Pp. 66.
- SMITH, CHARLES ORCHARD. *Garden Clubs in the Schools of Englewood, New Jersey*. Washington: Government Printing Office, 1917. Pp. 44.
- WEEKS, STEPHEN B. *History of Public-School Education in Delaware*. Washington: Government Printing Office, 1917. Pp. 181.

C. TEXTBOOKS FOR THE ELEMENTARY GRADES

- BAILEY, CAROLYN SHERWIN. *Stories for Any Day*. Boston: Pilgrim Press, 1917. Pp. 163. \$0.60.
- BEMIS, KATHERINE I. *The Phonic Drill Book*. Chicago: A. Flanagan Co., 1917. Pp. 68. \$0.25.
- BEMIS, HOLTZ, and SMITH. *The Patriotic Reader*. Boston: Houghton Mifflin Co., 1917. Pp. 194. \$0.56.
- COWLES, JULIA DARROW. *The Queer Little Tailor*. Chicago: A. Flanagan Co., 1917. Pp. 32. \$0.50.
- Patriotic Songs. American and Foreign*. Chicago: A. Flanagan Co., 1917. Pp. 32. \$0.10.
- SMITH, LAURA ROUNTREE. *Language Lessons from Every Land*. Chicago: A. Flanagan Co., 1917. Pp. 142. \$1.25.
- . *Snubby Nose and Tippy Toes*. Chicago: A. Flanagan Co., 1917. Pp. 112.

D. TEXTBOOKS FOR THE HIGH SCHOOL

- AUSTEN, JANE. *Pride and Prejudice*. Boston: Ginn & Co., 1917. Pp. 408. \$0.64.
- COOPER, JAMES FENIMORE. *The Spy*. Boston: Ginn & Co., 1917. Pp. 339. \$0.64.
- ESPINOSA, A. M. *Martinez Sierra Teatro de Ensueno*. New York: World Book Co., 1917. Pp. 108. \$0.50.
- GOLDSMITH, OLIVER. *She Stoops to Conquer*. Boston: Ginn & Co., 1917. Pp. 99. \$0.36.
- HITCHCOCK, ALFRED M. *Composition and Rhetoric*. New York: Henry Holt & Co., 1917. Pp. 575.
- RENTORFF, EMMA. *Drei Märchenspiele*. Boston: D. C. Heath & Co., 1917. Pp. 66. \$0.35.

MISCELLANEOUS PUBLICATIONS

- A Course of Study in Arithmetic for the First Six Grades.* Los Angeles City School District, 1917. Pp. 64.
- ALDERMAN, EDWIN A. *The Function and Needs of Schools of Education in Universities and Colleges.* New York: General Education Board, 1917. Pp. 31.
- A Manual for High Schools.* New Jersey: Department of Public Instruction, 1917. Pp. 85.
- Announcement of Extension Work for War Service.* Austin, Tex.: University of Texas, 1917. Pp. 8.
- BASSETT, WILBUR. *Wander-Ships.* Chicago: Open Court Publishing Co., 1917.
- BRYCE, VISCOUNT O. M. *The Worth of Ancient Literature to the Modern World,* New York: General Education Board, 1917. Pp. 20.
- ELIOT, CHARLES W. *Latin and the A.B. Degree.* New York: General Education Board, 1917. Pp. xxi+21.
- HOOPINGARNER, N. L., and WEHRWEIN, G. S. *Visual Instruction through Lantern Slides and Motion Pictures.* Austin, Tex.: University of Texas, 1917. Pp. 34.
- MILLARD, COLUMBUS N. *A Parent's Job.* Boston: Pilgrim Press, 1917. Pp. 227. \$1.00.
- Seventeenth Annual Report of the Director of Education.* Manila: Bureau of Printing, 1917.
- SMITH, HENRY BRADFORD. *A Primer of Logic.* Pulaski, Va.: B. D. Smith & Bros., 1917. Pp. 48.
- STOLTZFUS, AMANDA. *Beginning and Developing a Rural School.* Austin, Tex.: University of Texas, 1917. Pp. 60.
- The Texas History Teacher's Bulletin.* Austin, Tex.: University of Texas, 1917. Pp. 41.